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ABSTRACT

This guide is designed to assist managers of training and development or continuing education in developing a resource file of faculty at their own institution who have the potential to perform various training and development functions. Addressed in the individual sections of the guide are the following steps involved in creating such a file: developing contacts, gathering data, assessing faculty interest and potential, identifying faculty incentives and rewards, and indexing. The guide includes a checklist for use in assessing faculty interest and potential in the areas of needs assessment/research, program planning and design, subject matter expertise, program delivery, and program evaluation. A summary sheet designed to facilitate cross-indexing and referencing of faculty resources is also provided. (Author/MN)

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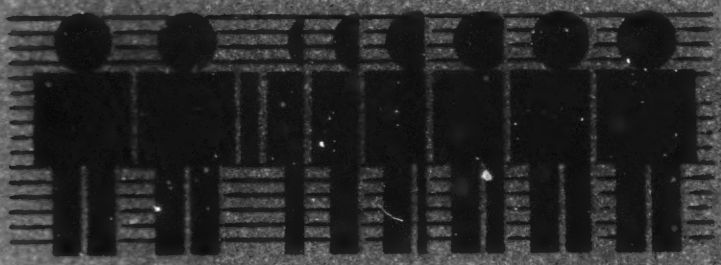
Pygmalion Revisited:

Turning Teachers into Trainers



American Association for Adult and Continuing Education

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ABSTRACT: Pygmalion Revisited: Turning Teachers Into Trainers

This publication provides a guide for managers of training and development or continuing education to create a resource file of available, interested, and competent academic faculty to meet their needs. The steps involved in creating this resource file include: (1) Developing Contacts; (2) Gathering Data; (3) Assessing Faculty Interest & Potential; (4) Identifying faculty incentives and rewards; and (5) Indexing. The section on "Assessing Faculty Interest and Potential" provides questions to assess competencies in five areas: (1) Needs Assessment/Research; (2) Program Planning & Design; (3) Subject Matter Expertise; (4) Program Delivery; and (5) Program Evaluation.

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A FACULTY UTILIZATION GUIDE FOR MANAGERS OF TRAINING AND DEVELOPMENT/CONTINUING EDUCATION*

Managers of training and development or continuing education in an institution have a valuable resource available to help them fulfill their goals: the academic faculty of their institution. Unfortunately, matching available, interested, and competent faculty with their needs is not always an easy task for these managers.

Developing a resource file of faculty with potential to perform various training and development functions can be a very helpful and efficient way to coordinate continuing education activities. The manager will need to evaluate faculty through interviews, observation, and analysis of written materials.

Even though a faculty member may not share their approach to training and development activities, the manager's role must be to assess a "client's" situation and determine whether any of their faculty resources have the interest, capability, and time to fill that need.

Steps involved in creating this resource file include:

1. Developing contacts
2. Gathering data
3. Assessing faculty interest and potential
4. Identifying faculty incentives and rewards
5. Indexing

*Developed for presentation at the 1984 National Adult Education Conference, American Association for Adult & Continuing Education, Louisville, Kentucky, November 10, 1984 by:

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DEVELOPING CONTACTS

To begin the development of your resource file, you will have to do a lot of searching to identify a large list of potential faculty. The following includes some of the sources you might consult to obtain names:

Ways:

1. Chairs/Deans of academic departments
2. Course catalogs
3. Extension division personnel; lists of extension non-credit programs
4. Students, preferably adult and part-time students
5. Campus Personnel Office - (if they have a lot of interaction with faculty)
6. Adult/Continuing Education professors
7. Campus Staff Development/Training Office
8. Previous clients, training courses list
9. Community adult education program lists

GATHERING DATA

Now that you have a list of potential faculty, you will need to gather information about them that will enable you to assess their capability to perform various training and development functions. The following is a list of sources you may wish to consult:

Sources:

1. The faculty member's course syllabi/program designs.

   --Do they have clear course objectives?

   --What techniques do they use?

   --Is their bibliography recent and comprehensive?

   --What type of texts do they use?

   --Grading techniques? - (multiple choice, essay, papers, oral exams)

   --Has their syllabus been updated/revised?

2. Conduct a literature search of the faculty's articles, books, and references.

   --Is their work directed toward academic audiences only?

   --Have they published any practitioner-oriented articles or books?

   --Is their work referenced in others' articles and books?

3. Potential faculty members. Ask to sit in on some of their classes or training programs. Interview them using the questions suggested in "Assessing Faculty Interest and Potential."

4. Student/Training Program Participant Evaluations.

5. References from your contact list.

ASSESSING FACULTY INTEREST AND POTENTIAL

All faculty members may not have the desire or capability to perform all the training and development functions categorized here into five areas: Needs Assessment/Research, Program Planning and Design, Subject Matter Expertise, Program Delivery, and Program Evaluation. Use the questions outlined here as a guide to determine whether your potential faculty member has the interest and the ability to perform the activities identified by you and your client.*

FUNCTIONS: Needs Assessment/Research

Needs Assessment/Research	Explain
Do they have any experience in designing needs surveys for organizations? What type? How many? What size organization?	
Have they ever conducted job analysis by interviewing? questionnaires? observations?	
In describing their needs assessment activities, do they indicate a flexibility in approaches or do they have "one way" of doing a needs assessment?	
In making recommendations based upon needs assessments, do they propose several alternative training and development solutions?	
Have they analyzed performance problems in an organization to determine appropriate training and development activities?	
Have they ever re-written academic research to focus on practitioner issues?	
Do they use computer and statistical techniques in analyzing the results of their needs assessment?	

*Some of the questions were adapted from: McLagan, Patricia A. Training & Development Specialist Competency Model. St. Paul, Minnesota: McLagan & Associates, Inc., 1979.

FUNCTIONS: Program Planning and Design

Program Planning and Design	Explain
Do they use behavioral or end-of-training/course objectives for their programs?	
Do their program objectives aid in program design and resource selection?	
How do they use the client in designing the program?	
Do they match the flow, content, methods, and media with objectives and learner needs?	
Do their programs have a "transmittal of information" approach or are they more learner-centered?	
In general, what do they feel is the role of the trainer in their programs? The role of the learner?	
Is a balanced variety of training techniques common in their programs?	
Do their programs contain alternative designs to meet any different needs of the learners or situation?	
Do they use the same design in each program or do they redesign based upon the learner group?	
Do they produce a trainer's guide with handouts and text for each program?	
Is there a "transfer" or "application" component to their program design?	

FUNCTIONS: Subject Matter Expertise

Subject Matter Expertise	Explain
This section should be completed by interviewing the faculty as to areas in which they feel most accomplished and could act as resources to program planners. Ask for specific information, not just "topic" areas such as management, leadership, etc. For each area, ask whether they have taught the content areas previously, in what context, or whether and with whom they have consulted on the area.	

FUNCTIONS: Program Delivery

Program Delivery	Explain
Do they deliver concise, confident, organized and interesting lectures/presentations? What type of evaluation ratings have they received as a speaker? Do they handle questions, comments, and conflicts in a way that keeps the program on course? Do they successfully manage the implementation of a variety of program media and methods? Do they model the behavior they are teaching? Can they use a variety of training techniques? --Role Playing --Simulation and Gaming --Laboratory Methods --Small and Large Group Discussions --Programmed Instruction --Lecture Are they able to recognize the feelings and needs of the group (i.e. confusion, restlessness, anger, etc.) and make appropriate interventions? Are they able to lead participants in analyzing and learning from experiential activities through the use of questions and clarifying statements?	

FUNCTIONS: Program Delivery (continued)

Program Delivery	Explain
Are they able to provide clear task instructions for activities? Do they provide clear and descriptive, rather than vague and judgmental, feedbacks to partipants as they learn and practice new skills? What types of groups have they delivered a program for? Public seminars? Level of employee? In-house? Keynote speaker?	

FUNCTIONS: Program Evaluation

Program Evaluation	Explain
Do they have knowledge and skill in developing program evaluations that focus on: --Participants' Reactions --Knowledge Acquisition --Skill Development --Values/Attitude Change --Applications	

FACULTY POTENTIAL SUMMARY

Use this information to aid you in cross-indexing and referencing of your faculty resources:

Areas of Stated Interest:

Needs Assessment/Research
Type:

Program Planning and Design
Type:

Subject Matter Consultant
Areas of Expertise:

Program Delivery

☐ Trainer/Facilitator

☐ Lecturer/Speaker

☐ Co-Facilitator

What Areas?:

Program Evaluation

Costs: What is the faculty's compensation rate/range?

Strengths of Faculty Member:

Developmental Needs of Faculty Member:

Developmental Opportunities:

INCENTIVES AND REWARDS

Although you will most often be able to offer a certain financial incentive to faculty, some faculty may wish to work for you for other reasons. The trick is to find out what would motivate the faculty member to add to his/her workload and use that information in negotiating rates, interest, and availability. Some of the following items may be considered incentives for certain members of your faculty:

1. The activity may lead to research/consulting opportunities with clients. (In institutions where publishing is the primary source of evaluation for promotion and tenure, faculty do not want to devote much time to other activities; if examples of situations where a faculty member has received consulting work or research opportunities from contacts in a training group can be shown to a potential faculty member, that person may decide that your work can be worthwhile to them.)

2. The training and development activity may provide the opportunity for faculty to apply theoretical concepts to the "real world." They can acquire examples to use in their classes and research.

3. The faculty member may wish to expand their teaching or training repertoire.

4. In some instances, the activity may also provide the opportunity for faculty to use senior or graduate students in the programs.

5. For administrative faculty, a training session may identify a pool of potential students for the regular academic programs.

6. Through contact with the training manager and other training specialists, the faculty member may receive some curriculum development/materials support for their regular academic courses.

INDEXING

After initiating or receiving a request from a client for a training and development activity, you will need to consult your resource file for the appropriate faculty to use. You may wish to index your faculty with the following categories:

1. Function (Needs Assessment/Research, Program Planning and Design, Subject Matter Consultant, Program Delivery, Program Evaluation)

2. Compensation Rates

3. General Topic Areas (i.e. performance evaluation, time management, etc.)

4. Type of client (i.e., secretaries, managers, executives, lawyers, etc.)